



## Wellford Elementary

684 Syphrit Road  
Wellford, SC 29385

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	430 Students	
<b>Principal</b>	Angie Showalter	864-949-2385
<b>Superintendent</b>	Dr. Scott Turner	864-949-2350
<b>Board Chair</b>	Mr. Butch Coan	864-949-2350

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Good	Good
2007	Average	Average
2006	Average	Average
2005	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

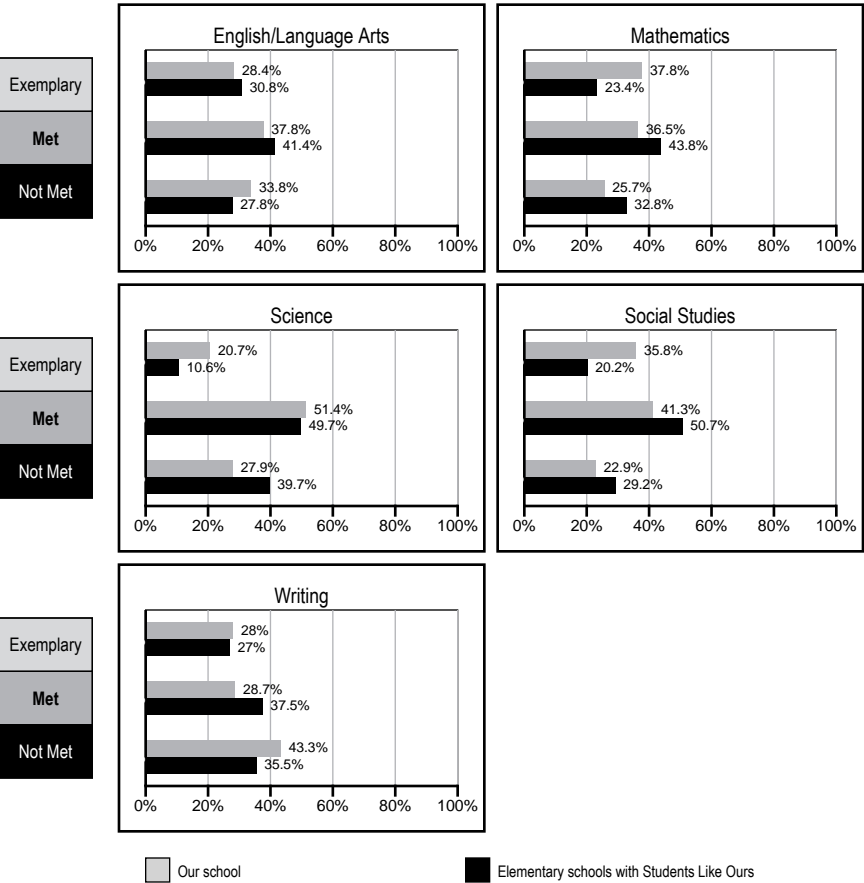
98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	11	91	17	1

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=430)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Up from 1.6%	2.4%	1.9%
Attendance rate	96.2%	Up from 95.9%	96.1%	96.3%
Eligible for gifted and talented	5.5%	Down from 12.6%	7.6%	10.0%
With disabilities other than speech	6.9%	Up from 4.6%	9.0%	7.7%
Older than usual for grade	0.0%	No Change	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	70.7%	Up from 60.4%	57.7%	59.4%
Continuing contract teachers	73.2%	Up from 68.8%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	74.9%	Down from 80.0%	86.3%	85.9%
Teacher attendance rate	95.8%	Up from 93.8%	95.0%	95.1%
Average teacher salary*	\$46,608	Up 9.5%	\$46,663	\$47,149
Professional development days/teacher	11.6 days	Down from 12.1 days	11.9 days	11.1 days
<b>School</b>				
Principal's years at school	0.0	Down from 1.0	5.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 18.6 to 1	18.6 to 1	18.8 to 1
Prime instructional time	92.4%	Up from 88.6%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,722	Up 5.8%	\$7,444	\$7,458
Percent of expenditures for instruction**	74.7%	Down from 75.2%	68.6%	68.8%
Percent of expenditures for teacher salaries**	71.4%	Up from 70.6%	61.7%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

Wellford Elementary is home to a wonderful community of learners. This year, we had a great deal to celebrate! We were honored with the South Carolina Palmetto Silver Award for academic achievement and improvement for the second year in a row. In addition, our students made great gains on the Measures of Academic Progress (M.A.P.) test.

Our school added fourth grade in 2008-2009. We also added two 4K teachers and assistants, and our 4K program began serving children for a full day. With the opening of Lyman Elementary School in the fall, Wellford Elementary's population decreased from approximately 675 students to 430 students. With lower numbers, we were able to better meet the needs of our children.

Our instructional priority this year was to implement a common language in all classrooms while teaching children to use graphic organizers. We also placed a large emphasis on guided reading groups. Through these initiatives, all of our children grew as readers and each of them began to reach his or her potential. Our students worked diligently with help from their teachers.

Many community events were hosted by our active Parent/Teacher Organization in 2008-2009. We continued our Fall Festival, S.C.A.L.E-ibration, Reading Night, Santa Breakfast, and Family Fitness Day. All events had record breaking attendance, and our families were able to celebrate learning together.

As our mission states, "Children are our most important resource" at Wellford Elementary School. We invite and encourage parents and community members to take an active role in the educational experiences of our students.

Thank you for all you do to make our school great, and we look forward to working with you in the future!

Angie Showalter, Principal  
Carolyn Brooks, S.I.C. chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	76	54
Percent satisfied with learning environment	97.4%	89.3%	83.0%
Percent satisfied with social and physical environment	100.0%	89.5%	86.8%
Percent satisfied with school-home relations	89.5%	81.3%	86.5%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

\* Or greater than last year

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	155	99.4	33.3	38.1	28.6	80.3	86.3	82.8	Yes	Yes
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## Gender

Male	73	98.6	37.7	40.6	21.7	76.8	83.5	79.3	N/A	N/A
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Female	82	100	29.5	35.9	34.6	83.3	89.4	86.5	N/A	N/A
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## Racial/Ethnic Group

White	79	98.7	24	36	40	84	89.1	89.5	Yes	Yes
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African American	56	100	36.5	42.3	21.2	78.8	78.9	73.7	Yes	Yes
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.2	92.3	I/S	I/S
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Hispanic	15	100	60	33.3	6.7	80	82.1	76.5	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
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## Disability Status

Disabled	27	96.3	65.4	30.8	3.8	50	54.8	52	I/S	I/S
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## Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
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## English Proficiency

Limited English Proficient	18	100	N/AV	N/AV	N/AV	58.8	77.8	75.1	I/S	I/S
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## Socio-Economic Status

Subsided meals	108	99.1	39.6	40.6	19.8	78.2	81.7	75.5	Yes	Yes
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## Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	155	99.4	25.2	36.7	38.1	78.9	85.3	78.9	Yes	Yes
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## Gender

Male	73	98.6	23.2	40.6	36.2	76.8	83.2	77	N/A	N/A
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Female	82	100	26.9	33.3	39.7	80.8	87.6	80.9	N/A	N/A
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## Racial/Ethnic Group

White	79	98.7	13.3	33.3	53.3	90.7	88.6	87.2	Yes	Yes
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African American	56	100	34.6	40.4	25	65.4	75.2	66.7	Yes	Yes
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.3	93	I/S	I/S
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Hispanic	15	100	40	46.7	13.3	73.3	81.7	76	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
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## Disability Status

Disabled	27	96.3	61.5	30.8	7.7	46.2	48.8	45.5	I/S	I/S
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## Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
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## English Proficiency

Limited English Proficient	18	100	52.9	35.3	11.8	58.8	75.8	76.1	I/S	I/S
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## Socio-Economic Status

Subsided meals	108	99.1	32.7	39.6	27.7	73.3	79.2	70.2	Yes	Yes
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\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A—Not Applicable   N/AV—Not Available   N/C—Not Collected   N/R—Not Reported   I/S—Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	115	99.1	27.3	51.8	20.9	72.7	75.1	67.5
<b>Gender</b>								
Male	53	98.1	28	56	16	72	74.8	67
Female	62	100	26.7	48.3	25	73.3	75.4	68
<b>Racial/Ethnic Group</b>								
White	55	98.2	17	45.3	37.7	83	80.5	79.5
African American	45	100	33.3	59.5	7.1	66.7	58.5	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.5	84.3
Hispanic	11	100	N/AV	N/AV	N/AV	63.6	68.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	20	95	68.4	26.3	5.3	31.6	36.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	14	100	N/AV	N/AV	N/AV	50	64.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	79	98.7	34.7	53.3	12	65.3	65.7	55.1

**Social Studies**

All Students	114	99.1	22.2	41.7	36.1	77.8	77.9	72.3
<b>Gender</b>								
Male	53	100	25.5	41.2	33.3	74.5	77.6	71.5
Female	61	98.4	19.3	42.1	38.6	80.7	78.2	73.2
<b>Racial/Ethnic Group</b>								
White	64	100	18	41	41	82	81.2	80.7
African American	36	100	20.6	41.2	38.2	79.4	66.7	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.8	88.5
Hispanic	11	90.9	I/S	I/S	I/S	I/S	72.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
<b>Disability Status</b>								
Disabled	20	95	42.1	52.6	5.3	57.9	45.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	13	92.3	54.5	36.4	9.1	45.5	76.5	67.9
<b>Socio-Economic Status</b>								
Subsided meals	81	98.8	27.6	43.4	28.9	72.4	69.9	62.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	158	99.4	43.3	28.7	28	56.7	75.1	70.2	96.2	96.5
Gender										
Male	76	100	54.2	23.6	22.2	45.8	68.5	63.2	95.9	96.3
Female	82	98.8	33.3	33.3	33.3	66.7	82.4	77.5	96.5	96.7
Racial/Ethnic Group										
White	81	100	35.1	23.4	41.6	64.9	79.1	79.1	95.8	96.3
African American	56	98.2	44.2	40.4	15.4	55.8	63.4	57.6	96.9	97.1
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87.1	86.2	96.2	97.4
Hispanic	16	100	68.8	18.8	12.5	31.3	65.3	62.6	96.3	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	95.3
Disability Status										
Disabled	27	100	85.2	7.4	7.4	14.8	27.8	26.1	96.3	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	68.4	21.1	10.5	31.6	64.9	61.2	96.4	96.9
Socio-Economic Status										
Subsidized meals	110	100	49.5	31.1	19.4	50.5	66.1	58.9	96	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	81	100	25	38.2	36.8	75
	4	74	98.7	42.3	38	19.7	57.7
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	81	100	23.7	30.3	46.1	76.3
	4	74	98.7	26.8	43.7	29.6	73.2
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	41	100	30.8	53.8	15.4	69.2
	4	74	98.7	25.4	50.7	23.9	74.6
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	40	97.5	22.2	50	27.8	77.8
	4	74	100	22.2	37.5	40.3	77.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	82	98.8	54.5	22.1	23.4	45.5
	4	76	100	31.5	35.6	32.9	68.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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